

Idaho's Adult Basic Education Indicators of Program Quality

2006-2007

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INDICATORS OF PROGRAM QUALITY

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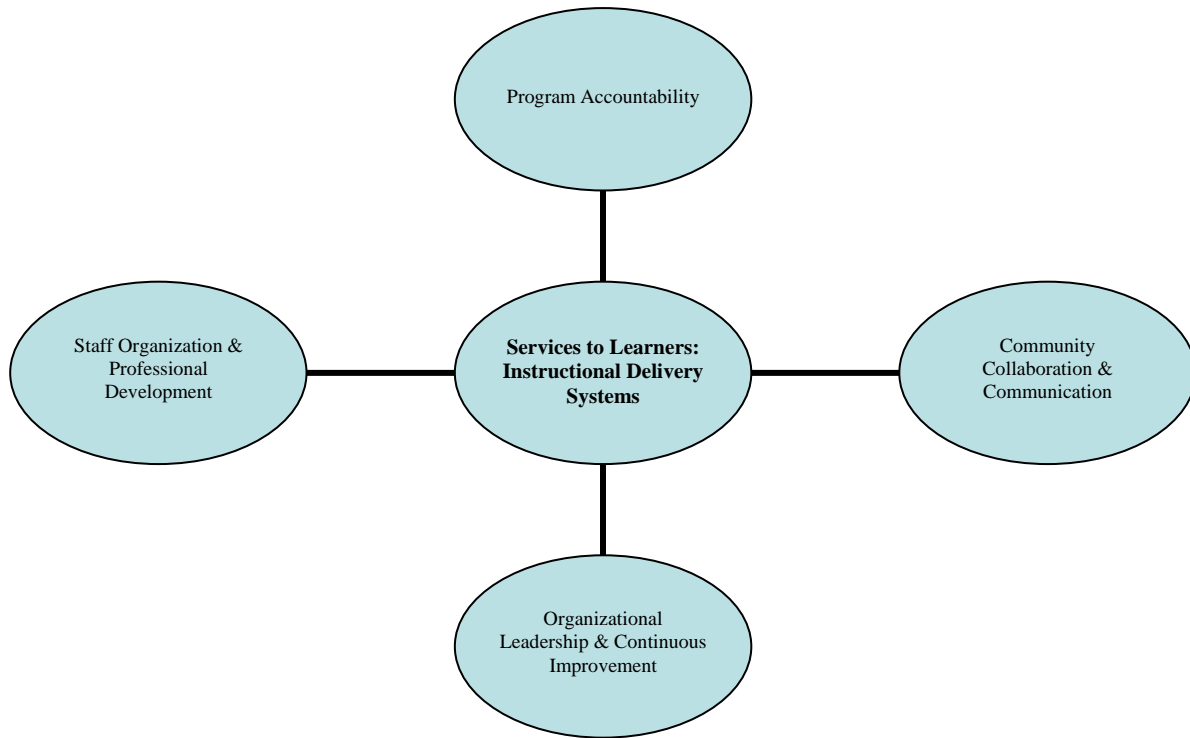
INDICATORS OF PROGRAM QUALITY

Fundamental Principles

1. Although the requirement for quality indicators was prompted by amendments to the Adult Education Act of 1992, program staff contributions to the process demonstrate a commitment to working with quality indicators and their considerable experience in analyzing the quality of their individual programs.
2. The indicators must be viewed as a structural framework for program quality and not as a complete chronology of all that is accomplished by programs.
3. The indicators attempt to balance the uniqueness of programs and communities against the need for common standards. In Idaho, local programs have a history of and mechanisms for sharing ideas and expertise.
4. Inherent in all program reviews is the recognition of local budget limitations, community size, program location, and population diversity.
5. The connecting thread that ties the indicators together is the mission of all adult education programs funded in Idaho: the provision of quality programs that enable students to attain their educational goals. Access and equity are guiding principles of all agencies that receive Title II funding.
6. The indicators reflect the recognition by Idaho adult educators that well-planned programs delivered by appropriately trained staff help students build self-esteem as they experience personal and educational growth.

Idaho's Adult Basic Education Indicators of Program Quality

Title II of the Workforce Investment Act



Purpose:

The Adult Basic Education Indicators of Program Quality is a “living document”. This framework is a guide for program planners and instructors as they make decisions regarding program design and continuous improvement. Instructors will regularly use portions of this document for instructional planning, self-evaluation, and on-going professional development. Program managers will use these indicators annually as part of their planning and evaluation process for system improvements.

Idaho's programs have unique strengths, which are reflected in this continuous improvement model. This model allows program leaders to address, in depth, the complexity of program development and management needed to serve the basic skills needs of both youth and adults.

The Indicators of Program Quality are not intended to create a prescriptive or rigid requirement for all of Idaho's Adult Basic Education programs. They were written with an ideal program in mind. Implementation or use of the indicators must take into account variations in program size, autonomy, funding requirements and restrictions, learner goals and characteristics, program resources, staffing, and many other factors.

Indicator 1: EFFECTIVE SUPPORT SYSTEMS**Definition:** Systems that promote continuous improvement of services to learners.**Goal:** To support the effective implementation of the Indicators of Program Quality and increase the quality of programming.**Outcome:** Program meets its Title II, Basic Comprehensive, Corrections, Outreach, and EL/Civics grants goals and performance levels.**Strategy I: Assess overall program effectiveness (for the development of long-range improvement plans, i.e., Program Review)**

Process	Indicator	Evidence	Exc	Meets	N/I	N/O
I.A. Program assesses its Organizational Management and Leadership System	1. Program has a mission statement, a clearly articulated philosophy, and goals that are developed with input from internal and external stakeholders.					
	2. Program structure utilizes administrators as instructional leaders who visit and observe the classroom, and who have experience and understanding of the specific needs of adult learners in their communities					
	3. Program organizes instructional programs consistent with the program's mission and goals and with the goals and needs of learners					
	4. Program utilizes facilities and resources that meet safety standards and are appropriate for adult learners					
	5. Program maintains sound financial management procedures to collect and document fiscal information, guide program budgeting, ensure continuity of funding, and meet reporting requirements					
	6. Program maintains a planning process that is on-going and participatory, guided by research and evaluation, and is based on a written plan; the plan should include goals and outcomes that consider resources and economic, educational, and technological trends					
	7. Program provides a technology plan that addresses the acquisition, use, integration, and maintenance of technological resources (equipment, materials, staff) as well as the training of personnel					
I.B. Program assesses its Staff Organization and Development	1. Program maintains current job descriptions for all staff positions					

Process	Indicator	Evidence	Exc	Meets	N/I	N/O
System	2. Program ensures the hiring, staff evaluation, and plans-of-assistance processes are consistent with organizational policy					
	3. Program provides trained support personnel, efficient record keeping, and equipment for day-to-day operations					
	4. Program utilizes qualified administrators, practitioners, and volunteers to ensure quality instruction					
	5. Program ensures pre-service training for all new staff and volunteers					
	6. Program provides accountability training for all staff and volunteers					
	7. Program annually assesses and develops a professional development plan that addresses organizational and individual needs					
	8. Program provides all staff with professional development opportunities that support individual and program professional development needs					
I.C. Program assesses its Community Collaboration and Support System	1. Program fosters and maintains clear communication with internal and external stakeholders					
	2. Program demonstrates respect for the cultures of learners, staff, and other stakeholders					
	3. Program fosters awareness and understanding of its mission through a coordinated outreach and marketing plan					
	4. Program identifies additional funding streams that complement adult education services, and develops common purposes, compatible expectations, and a commitment to a Memorandum of Understanding					
I.D. Program assesses its Accountability System	1. Program maintains an accountability plan that incorporates record keeping and reporting procedures consistent with program policies and legal funding requirements					
	2. Program maintains an accountability system that ensures all staff use quality assessment and reporting procedures					

Process	Indicator	Evidence	Exc	Meets	N/I	N/O
	3. Program identifies and defines how assessment data will be used in program planning and improvement					
	4. Program ensures that adequate resources and staff time are provided to analyze data and make program changes to improve performance					
	5. Program ensures accurate reporting of classroom and program level data					
	6. Program provides necessary data for state and federal reports					
	6. Program provides accountability training for all staff and volunteers					
	7. Program annually assesses and develops a professional development plan that addresses organizational and individual needs					
I.E. Program assesses its Instructional Delivery Systems (Indicators 2-8)	1. Recruitment					
	2. Orientation					
	3. Assessment					
	4. Retention					
	5. Transition and Completion					
	6. Learner Support Services					
	7. Instruction					
I.F. Program assesses its Support and Delivery Systems for interaction and integration	1. Program defines the relationships among systems that lead to program quality, continuous improvement of services to learners, and the achievement of program goals					
Strategy II: Identify best practices and areas for improvement; develop and prioritize plans for long-range and annual improvement						
Process	Indicator	Evidence	Exc	Meets	N/I	N/O
II.A. Based on assessment results from Strategy 1, program engages practitioners and partners in identifying strengths and targeting areas for improvement, within and between its Support and Delivery systems	1. Program identifies strengths	Evidenced in the year-end narrative reports and yearly continuation grant proposals.				
	2. Program identifies areas for improvement					
II.B. Program engages practitioners and partners in selecting, clarifying, and prioritizing areas for improvement for	1. Program defines improvement focus					

Process	Indicator	Evidence	Exc	Meets	N/I	N/O
long-range and short-range goals	2. Program defines the outcomes of each focus area. What is the program trying to achieve?					
	3. Program defines evidence of achievement for each outcome					
	4. Program identifies improvement activities that lead to outcomes					
	5. Program develops budget to implement program improvement plan					
	6. Program identifies personnel responsibilities for improvement plan					
	7. Program develops timelines to implement improvement plan					
	8. Program establishes benchmarks for completing program improvement activities					
	9. Program leaders ensure full staff participation in the continuous improvement process					
Strategy III: Implement plans identified in Strategy II to promote effective improvement of support and delivery systems						
Process	Indicator	Evidence	Exc	Meets	N/I	N/O
III.A. Program maintains a process for monitoring progress toward implementing strategies and achieving goals	1. Program monitors activities					
	2. Program monitors budget					
	3. Program monitors personnel responsibilities					
	4. Program monitors timelines					
	5. Program monitors benchmarks					
	6. Program leaders monitor full staff participation					
IV.A. Program evaluates improvement plan results	1. Program evaluates activities based on identified evidence and outcomes					
	2. Program evaluates statement of revenue vs. expenses					
	3. Program evaluates staff participation					
	4. Program evaluates timelines					
	5. Program evaluates benchmarks					
	6. Program evaluates utilization of resources					
IV.B. Program identifies the level of success of the improvement plans	1. Program identifies achievement of improvement goals and focus					
	2. Program identifies improvement goals and focus that were not achieved and why not					
IV.C. Program maintains annual planning process as outlined in Strategy II	1. Program identifies and documents new or ongoing priorities for improvement					

Program: _____

Process	Indicator	Evidence	Exc	Meets	N/I	N/O
	2. Planning process supports program's long-range improvement plan					
	3. Planning process supports program's short-range improvement plan					
IV.D. Program modifies funding grant applications based on self-evaluation	1. Program modifies Basic Comprehensive grant application					
	2. Program modifies EL/Civics grant application					
	3. Program modifies other grant applications as applicable (program improvement, local set aside, accountability set aside, Even Start, etc.)					

Exc = Exceeds; Meets = Meets; N/I = Needs Improvement; N/O = Not Observed

Indicator 2: RECRUITMENT

Definition: A process of bringing youth and adults with basic skills and workforce needs (“Target Population”) to the program.

Goal: Program recruits target populations.

Outcome: The population enrolled in the program reflects community demographics.

Program serves learners who meet eligibility criteria discussed in Title II Adult Education Act.

Strategy I: Identify potential service needs and target populations						
Process	Indicator	Evidence	Exc	Meets	N/I	N/O
I.A. Program identifies the potential target populations and local adult education service needs	1. Program uses the most current and appropriate data (multiple sources)					
	2. Program data includes cultural, economic, employment, and educational profiles that affect local region					
	3. Program targets those populations identified as most-in-need: ♦ Educationally disadvantaged adults with low literacy skills, limited English proficiency skills, and individuals without a secondary school credential ♦ Underemployed/low income adults: current workforce, welfare to work/TANK, single parent/displaced homemakers, and dislocated workers ♦ Incarcerated adults ♦ Individuals with disabilities including learning disabilities					
Strategy II: Plan and prioritize audiences to serve within the target populations						
Process	Indicator	Evidence	Exc	Meets	N/I	N/O
II.A. Program considers its resources, capacity, and space when selecting and prioritizing audiences to serve within the target populations	1. Program addresses the most-in-need populations					
	2. Program addresses geographical needs					
	3. Program states the numbers and percentages of target populations to serve					
	4. Program uses adequate input from internal and external stakeholders					
Strategy III: Develop and deliver appropriate recruitment activities						
Process	Indicator	Evidence	Exc	Meets	N/I	N/O
III.A. Program develops appropriate recruitment activities for the prioritized audience	1. Activities target prioritized audiences					
	2. Activities target educationally disadvantaged					
	3. Activities target underemployed/low income adults					

Program: _____

Process	Indicator	Evidence	Exc	Meets	N/I	N/O
	4. Activities target incarcerated adults					
	5. Activities target individuals with disabilities, including learning disabilities					
III.B. Program develops appropriate recruitment messages	1. Messages are culturally appropriate					
	2. Messages are linguistically appropriate					
	3. Messages include current data/outcomes such as labor market and educational information, next steps, etc.					
	4. Messages are targeted to reach the prioritized audience within the target populations					
III.C. Program uses a variety of strategies for delivering messages	1. Messages are delivered through multiple media sources					
	2. Messages are delivered through multiple stakeholders					
	3. Messages are delivered to multiple locations					
Strategy IV: Evaluate and improve program recruitment plan						
Process	Indicator	Evidence	Exc	Meets	N/I	N/O
IV.A. Program evaluates recruitment plan	1. Program identifies both implemented and non-implemented elements of the plan					
	2. Program assesses elements that worked, that didn't work, and why					
	3. Program describes outcomes from using recruitment plan					
	4. Program identifies missing elements					
	5. Evaluation includes data analysis					
	6. Evaluation includes staff input					
	7. Evaluation includes local factors					
	8. Evaluation includes additional factors					
IV.B. Program improves recruitment plan based on evaluation results	1. Program builds recruitment capacity in areas of need					
IV.C. Program modifies funding grant application based on	1. Program modifies Basic Comprehensive grant application					
	2. Program modifies EL/Civics grant application					
	3. Program modifies other grant applications as applicable					

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Indicator 3: ORIENTATION

Definition: A process to help learners and program providers make informed decisions about enrollment and participation based on learner goals and skills.

Goal: The enrollment and participation of appropriate learners.

Outcome: The program's orientation process provides the necessary information for learners to make informed decisions about enrollment and participation.
Increase in the percentage of learners who attend orientation.
Learners make informed decisions about enrollment and participation.

Strategy I: Identify and define orientation content that will enable learners and program providers to make informed decisions about enrollment and participation						
Process	Indicator	Evidence	Exc	Meets	N/I	N/O
I.A. Program identifies and defines orientation content and process	1. Orientation content includes welcome/introduction					
	2. Orientation identifies program processes and procedures					
	3. Orientation identifies instructional programs available					
	4. Orientation identifies outcomes and transition opportunities					
	5. Orientation identifies learner expectations and commitment requirements					
	6. Orientation includes goal-setting and identifies strategies for reducing barriers to success					
	7. Orientation links to learner assessment					
	8. Orientation identifies support services, accommodations, and referrals if necessary					
	9. Orientation includes time to complete required record-keeping forms					
	10.Orientation is culturally appropriate					
	11.Orientation is linguistically appropriate					
	12.Orientation includes time for program and learner to make and informed decision about enrollment and participation					
	13.Orientation identifies waiting list policies and procedures, and alternative instructional opportunities					
Strategy II: Plan and prioritize methods for the marketing and delivery of orientation appropriate to target populations (identified in Indicator 2: Recruitment)						
Process	Indicator	Evidence	Exc	Meets	N/I	N/O
II.A. Program plans and prioritizes methods for delivering orientation	1. Orientation is delivered in the classroom					
	2. Orientation is delivered in the computer lab					

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Process	Indicator	Evidence	Exc	Meets	N/I	N/O
	3. Orientation is delivered by individualized instruction and tutors					
II.B. Program designs a variety of methods for marketing orientation	1. Program markets orientation					
Strategy III: Deliver orientation						
Process	Indicator	Evidence	Exc	Meets	N/I	N/O
III.A. Orientation schedule is defined for the year	1. The months of orientation are defined					
	2. The days of orientation are defined					
	3. The times of orientation are defined					
III.B. Orientation is delivered at multiple locations	1. Orientation is delivered on campus					
	2. Orientation is delivered at outreach sites					
Strategy IV: Evaluate and improve program orientation						
Process	Indicator	Evidence	Exc	Meets	N/I	N/O
IV.A. Program evaluates orientation (content, methods, and delivery) plan	1. Program identifies both implement and non-implemented elements of the plan					
	2. Program assesses elements that worked, that didn’t work, and why					
	3. Program describes outcomes from using the orientation plan					
	4. Learners can articulate program offerings, benefits, and outcomes in English or their native language					
	5. Learners can articulate program expectations such as attendance, cost, behavior, and commitment					
	6. Learners can articulate personal goal outcomes and opportunities for transition					
	7. Learner can articulate personal readiness, needs, and level of commitment					
	8. Instructional staff receive learner information identified in orientation					
	9. Program has a managed enrollment process					
	10.Program identifies missing elements					
	11.Evaluation includes learner input					
	12.Evaluation includes data analysis					
	13.Evaluation includes local factors					
	14.Evaluation includes additional factors					

Program: _____

Process	Indicator	Evidence	Exc	Meets	N/I	N/O
IV.B. Program improves orientation plan based on evaluation results	1. Program builds orientation capacity and effectiveness	See above				

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Indicator 4: ASSESSMENT

- Definition:** A process of measuring and documenting learners' skills to determine IMAS Entry and Update Levels, program placement, progress, and achievement.
- Goal:** Learners are appropriately assessed, and results are documented and used for appropriate placement and instructional planning.
- Outcome:** Increase in the percentage of learners who are assessed and documented for IMAS Entry and Update.
Increase in the percentage of learners who are assessed and documented showing progress and achievement.
Learners are placed in an appropriate instructional program.

Strategy I: Identify and define how assessment data will be used in the program to determine tools, policies, and procedures						
Process	Indicator	Evidence	Exc	Meets	N/I	N/O
I.A. Program identifies and defines how assessment data will be used in instruction	1. Assessment data is used to determine appropriate level of instruction for each learner					
	2. Assessment data is used to plan curriculum and instruction					
	3. Assessment data is sued to develop educational plans for learners					
	4. Assessment data is sued to identify learners’ strengths and learning styles					
	5. Assessment data is sued to document learner progress					
	6. Assessment data is sued to inform instructional staff and learners as they plan for and transition to next steps					
I.B. Program identifies and defines how assessment data will be used for program planning and improvement	1. Assessment data is sued for program planning and improvement					
Strategy II: Select and prioritize appropriate assessment tools to determine IMAS Entry and Update Level, program placement, progress, and achievement						
Process	Indicator	Evidence	Exc	Meets	N/I	N/O
II.A. Program selects state-approved formal assessment tools to determine placement, progress, and achievement for each instructional program offered	1. Reading					
	2. Writing					
	3. Math					
	4. Speaking and Listening SPL 0-3					
	5. Speaking and Listening SPL 4+					
Strategy III: Establish policies and procedures for the administration of assessment tools						
Process	Indicator	Evidence	Exc	Meets	N/I	N/O
III.A. Program defines assessment policies	1. Assessment policies define who will be certified to administer tests					

Process	Indicator	Evidence	Exc	Meets	N/I	N/O
	2. Assessment policies define how and when staff will be certified					
	3. Assessment policies define how staff will be assigned to specific assessment tools					
III.B. Program defines procedures for delivery of assessment for placement, progress, and achievement	1. Assessment procedures define assessment schedule					
	2. Assessment procedures define locations and sites where assessments will be administered					
	3. Assessment procedures define how assessments will be administered					
Strategy IV: Evaluate and improve program assessment plan						
Process	Indicator	Evidence	Exc	Meets	N/I	N/O
IV.A. Program evaluates assessment plan	1. Program assesses elements that worked, that didn't work, and why (assessment plan)					
	2. Program describes outcomes from using the assessment plan					
	3. Program identifies missing elements					
	4. Evaluation includes staff input					
	5. Evaluation includes learner input and IMAS data					
	6. Evaluation included local and additional factors					
IV.B. Program improves assessment plan based on evaluation results	1. Program makes assessment policies and procedures more effective and efficient	See above				

Exc = Exceeds; Meets = Meets; N/I = Needs Improvement; N/O = Not Observed

Indicator 5: RETENTION

- Definition:** A process to assist and encourage retention of learners long enough to meet goals and realize skill gains.
- Goal:** Program retains learners long enough to meet goals and gain skills.
- Outcome:** Increase in the percentage of learners who complete a skill level or meet a goal before leaving the program.
Decrease in the percentage of learners who leave the program before completing a skill level or meeting a goal.
Program sets retention goals annually.

Strategy I: Identify current data that informs learner retention						
Process	Indicator	Evidence	Exc	Meets	N/I	N/O
I.A. Program identifies current data that informs learner retention factors	1. Data includes state and national search					
	2. Data includes local employment data					
I.B. Program defines local elements that influence learner retention	1. Local elements include instructional program design					
	2. Local elements include program support services					
	3. Local elements include attendance policy					
	4. Local elements include learner and staff evaluation of instruction					
	5. Local elements include IMAS data					
	6. Local elements include accommodations for instructional programs					
	7. Local elements include location of instructional programs					
	8. Local elements include times of instructional programs					
	9. Local elements include learners' personal barriers					
I.C. Program defines additional factors that influence learner retention	1. Additional factors include gender, race, national origin, disability, and age of students, teachers, and other program beneficiaries					
Strategy II: Develop a program retention plan with prioritized strategies (address factors identified in Strategy 1)						
Process	Indicator	Evidence	Exc	Meets	N/I	N/O
II.A. Program develops and prioritizes program retention strategies	1. Program develops retention strategies that ensure equitable access to, and participation in, the program					
	2. Program develops retention strategies that target recruitment					
	3. Program develops retention strategies that target orientation					
	4. Program develops retention strategies that target assessment					

Process	Indicator	Evidence	Exc	Meets	N/I	N/O
	5. Program develops retention strategies that target transition and completion					
	6. Program develops retention strategies that target support services					
	7. Program develops retention strategies that target intensity and duration of instruction					
	8. Program develops retention strategies that target instructional methodologies					
	9. Program develops retention strategies that target instructional content					
	10.Program develops retention strategies that target instructional delivery					
II.B. Program develops retention policies and procedures	1. Retention policies and procedures address attendance recognition and awards					
	2. Retention policies and procedures address reporting only learners with minimum of 12 hours of attendance					
	3. Retention policies and procedures address sharing retention data with all staff					
	4. Retention policies and procedures address monitoring learner attendance hours, skill gain, and retention rates					
Strategy III: Implement retention strategies						
Process	Indicator	Evidence	Exc	Meets	N/I	N/O
III.A. Program implements retention strategies	1. Program identifies who will implement retention strategies					
	2. Program identifies how retention strategies will be implemented					
	3. Program identifies where retention strategies will be implemented					
	4. Program identifies when retention strategies will be implemented					
Strategy IV: Evaluate and improve program retention plan						
Process	Indicator	Evidence	Exc	Meets	N/I	N/O
IV.A. Program evaluates retention plan	1. Program identifies both implemented and non-implemented elements of the plan					
	2. Program assesses elements that worked, that didn’t work, and why					
	3. Program describes outcomes from using retention plan					

Program: _____

Process	Indicator	Evidence	Exc	Meets	N/I	N/O
	4. Program identifies missing elements					
	5. Evaluation includes data analysis					
	6. Evaluation includes staff input					
	7. Evaluation includes learner input					
	8. Evaluation includes local factors					
	9. Evaluation includes additional factors					
IV.B. Program improves retention plan based on evaluation results	1. Program makes retention strategies more effective and efficient					
IV.C. Program modifies funding grant applications based on evaluation results	1. Program modifies Basic Comprehensive grant application					
	2. Program modifies EL/Civics grant application					
	3. Program modifies other grant applications as applicable					

Exc = Exceeds; Meets = Meets; N/I = Needs Improvement; N/O = Not Observed

Indicator 6: TRANSITION AND COMPLETION

Definition: Learners advance based on achievement of learning goals.

Goal: Learners advance to next steps in their roles as worker, family member, and citizen.

Outcome: Increase in the percentage of learners who complete or advance one or more educational functioning levels.

Increase in the percentage of learners who enter employment that identified entering employment as a goal.

Increase in the percentage of learners who achieve employment retention that identified employment retention as a goal.

Increase in the percentage of learners who were placed in post-secondary education that identified post-secondary education as a goal.

Increase in the percentage of learners who received a secondary school diploma or GED that identified secondary school diploma or GED as a goal.

Increase in the percentage of learners who are still progressing within the same level.

Strategy I: Based on performance measures, identify program goals and resources for learner transition						
Process	Indicator	Evidence	Exc	Meets	N/I	N/O
I.A. Program identifies goals and resources for learner transition	1. Skill gain					
	2. Entered employment					
	3. Employment retention					
	4. Placement in post-secondary education or training					
	5. Receipt of secondary school diploma or GED					
	6. Secondary performance measures (Federal and State)					
Strategy II: Based on Strategy I, develop a program transition plan that includes prioritized strategies for performance measures						
Process	Indicator	Evidence	Exc	Meets	N/I	N/O
II.A. Program has a prioritized transition plan that targets Delivery Systems (Indicators 2-8), internal and external partner participation, and learner transition plans	1. Transition plan includes prioritized strategies for skill gain					
	2. Transition plan includes prioritized strategies for entering employment					
	3. Transition plan includes prioritized strategies for employment retention					
	4. Transition plan includes prioritized strategies for placement in post-secondary education or training					
	5. Transition plan includes prioritized strategies for receipt of secondary school diploma or GED					
	6. Transition plan includes prioritized strategies for secondary performance measures					
	7. Transition plan includes prioritized strategies for internal and external partner participation					
	8. Transition plan includes prioritized strategies for learner plans that include ongoing goal-setting and revision					

Strategy III: Implement transition strategies						
Process	Indicator	Evidence	Exc	Meets	N/I	N/O
III.A. Program implements transition strategies	1. Program implements transition strategies for skill gain					
	2. Program implements transition strategies for entering employment					
	3. Program implements transition strategies for employment retention					
	4. Program implements transition strategies for placement in post-secondary education or training					
	5. Program implements transition strategies for receipt of secondary school diploma or GED					
	6. Program implements transition strategies for secondary performance measures					
	7. Program implements transition strategies for internal and external partner participation					
	8. Program implements transition strategies for learner plans					
Strategy IV: Evaluate and improve program transition plan						
Process	Indicator	Evidence	Exc	Meets	N/I	N/O
IV.A. Program evaluates transition plan for achievement of performance measures, partner participation, and learner goals	1. Program identifies both implemented and non-implemented elements of the plan	Program manager is aware that the evaluation component of the planning process is part of continuous improvement. Using the IV.A. Indicators would be an effective framework for evaluating the program’s plan.				
	2. Program assesses elements that worked, that didn’t work, and why					
	3. Program describes outcomes from using transition and completion plans					
	4. Program identifies missing elements					
	5. Evaluation includes data analysis					
	6. Evaluation includes learner input					
	7. Evaluation includes staff input					
	8. Evaluation includes stakeholder input					
	9. Evaluation includes local factors					
	10.Evaluation includes additional factors					
IV.B. Program improves transition plan based on evaluation results	1. Program makes transition and completion strategies more effective	See above				
IV.C. Program modifies funding grant applications based on evaluation results	1. Program modifies Basic Comprehensive grant application	All funding grant applications are current and on file at the SDE				
	2. Program modifies EL/Civics grant application					
	3. Program modifies other grant applications as applicable					

Indicator 7: SUPPORT SERVICES

Definition: The resources and services that support learner participation and success.

Goal: The program provides access or referrals to support services within and outside of the program.

Outcome: Learners access support services necessary for participation and success in the program.

Available support services match identified support service needs.

Instructors understand support services available and make appropriate referrals.

Program interfaces with other service agencies.

Strategy I: Identify and define internal and external support services that promote learner participation and success, as well as gaps in support services

Process	Indicator	Evidence	Exc	Meets	N/I	N/O
I.A. Program identifies and defines available support services that include diagnosticians, transportation, career information, counseling, childcare, and other social and educational services in the region	1. Program identifies and defines internal support services					
	2. Program identifies and defines external support services					
I.B. Program identifies and defines gaps in support services	1. Program identifies and defines internal gaps in support services					
	2. Program identifies and defines external gaps in support services					

Strategy II: Develop a program support services plan that includes formal and informal strategies for providing and linking learners to these services

Process	Indicator	Evidence	Exc	Meets	N/I	N/O
II.A. Program develops strategies for providing support services	1. Strategies incorporate diagnosticians, transportation, career information, counseling, childcare, and other social and educational services in the region					
II.B. Program develops strategies that link learners to support services	1. Strategies incorporate orientation					
	2. Strategies incorporate staff access to appropriate resources for instructional planning					
	3. Strategies incorporate partner access to appropriate resources for referrals					
II.C. Program develops strategies for providing support services to meet gaps identified above	1. Strategies incorporate diagnosticians, transportation, career information, counseling, childcare, and other social and educational services in the region					

Strategy III: Implement strategies for providing and linking learners to support services

Program: _____

Process	Indicator	Evidence	Exc	Meets	N/I	N/O
III.A. Program implements support services plan	1. Program implements strategies for providing support services					
	2. Program implements strategies that link learners to support services					
	3. Program implements strategies for providing support services to gaps identified in Strategies I and II					
Strategy IV: Evaluate and improve program support services plan						
Process	Indicator	Evidence	Exc	Meets	N/I	N/O
IV.A. Program evaluates support services plan	1. Program identifies both implemented and non-implemented elements of the plan					
	2. Program assesses elements that worked, that didn't work, and why					
	3. Program describes outcomes from using support services plan					
	4. Program identifies missing elements					
	5. Evaluation includes learner input					
	6. Evaluation includes staff input					
	7. Evaluation includes stakeholder input					
	8. Evaluation includes data analysis					
	9. Evaluation includes local factors					
	10.Evaluation includes additional factors					
IV.B. Program improves support services plan based on evaluation results						
IV.C. Program modifies funding grant applications based on evaluation results	1. Program modifies Basic Comprehensive grant application	All funding grant applications are current and on file at the SDE				
	2. Program modifies EL/Civics grant application					
	3. Program modifies other grant applications as applicable					

Exc = Exceeds; Meets = Meets; N/I = Needs Improvement; N/O = Not Observed

Indicator 8: INSTRUCTION

Definition: A system in which instructors integrate curriculum, instructional delivery, and assessment in a positive environment to meet program and learner goals.

Goal: Instruction maximizes learner and program attainment of goals.

Outcome: Program meets Primary Performance Measures (Appendix)

Program meets Secondary Performance Measures

Program and Learners meet Learner Goals (Appendix)

Program attains goals related to instruction

Learners attain individual primary and secondary goals

Strategy I: Define the purpose of instruction and learning						
Process	Indicator	Evidence	Exc	Meets	N/I	N/O
I.A. Program defines purpose of instruction and learning	1. Purpose reflects National Education Goal 6					
	2. Purpose reflects federal, state, and local institution goals					
	3. Purpose reflects individual learner goals as related to their roles and responsibilities as workers, family members, and community members					
I.B. Program selects and defines instructional programs that will be offered	1. Program uses Recruitment Plan (Indicator 2) to select instructional programs					
	2. Instructional programs reflect institutional goals					
	3. Instructional programs reflect student needs and specific skill needs					
I.C. Program defines how it will provide an integrated system of curriculum, instruction, and assessment						
Strategy II: Identify and define content of instructional programs outlined in Strategy I						
Process	Indicator	Evidence	Exc	Meets	N/I	N/O
II.A. Program identifies and defines content of each instructional program, and regularly reviews and revises content	1. Program has a current curriculum plan on file for each instructional program that includes description of: <ul style="list-style-type: none"> ◆ Instructional purpose ◆ What learners will know and be able to do as workers, family members, and community members ◆ How learner outcomes are assessed 					

Process	Indicator	Evidence	Exc	Meets	N/I	N/O
	2. Program has course outlines by skill level for each instructional program that includes description of: <ul style="list-style-type: none"> ◆ Title ◆ Description ◆ Learner outcomes ◆ Course outcomes ◆ Resources 					
	3. Program requires instructors to have a syllabus for each class that describes: <ul style="list-style-type: none"> ◆ Requirements of the course ◆ Student expectations and timeline ◆ Methods of assessment and evaluation ◆ Contact information for instructor 					
	4. Program requires instructors to have lesson plans for each day/week that describe: <ul style="list-style-type: none"> ◆ Learner outcomes with objectives ◆ Warm-up to activate background knowledge ◆ New instruction, check for understanding, practice 					
	5. Instructor and students develop individual education plans that include: <ul style="list-style-type: none"> ◆ Learner goals ◆ Learner assessment results at entry ◆ On-going outcomes and gains ◆ Periodic reviews and updates to document learner progress, changes to learner goals, and learner transitions to next steps 					

Strategy III: Organize and deliver appropriate instructional programs identified in Strategy II

Process	Indicator	Evidence	Exc	Meets	N/I	N/O
III.A. Program delivers instruction as appropriate and feasible	1. Program offers large group instruction					
	2. Program offers small group instruction					
	3. Program offers one-to-one instruction/tutoring					
	4. Program offers lab/self-paced instruction					
III.B. Program delivers instruction at a variety of times and locations and maintains sufficient intensity and duration	1. Program offers classes at times that correlate with the learner needs					
	2. Program offers classes at multiple locations within service district that meet learner needs					

Process	Indicator	Evidence	Exc	Meets	N/I	N/O
	3. Program offers classes of sufficient intensity and duration as described in the program’s Title II grant applications					
III.C. Program delivers instruction using a variety of research-based methods and strategies that reflect an instructional continuum from teacher directed to learner centered (see Appendix)	1. Instruction includes strategies for the multi-level classroom					
	2. Instruction includes strategies for different learning styles and modalities					
	3. Instructional pace responds to student abilities and goals					
	4. Lessons are conducted in an effective learning sequence					
	5. Instruction provides opportunities for developing communication skills – interpersonal, decision making, and lifelong learning skills					
	6. Instruction includes strategies that encourage learners to use their own experiences to illustrate and clarify learning					
	7. Instruction includes strategies that encourage learners to track their own progress in learning					
	8. Instruction includes strategies that involve all class members in the learning process					
III.D. Program delivers instruction with adequate resources	1. Resources are sensitive and respectful to the diversity among students, including race, ethnicity, cultural, disabilities, learning styles, gender, sexual orientation, and socio-economic status					
	2. Resources are appropriate for adults’ levels of instruction					
	3. Resources address a variety of learning styles and modalities					
	4. Resources are available to accommodate all learners					
	5. Resources are available in an adequate quantity for learners					
	6. Resources are current, commercially developed, and teacher/program developed					
Strategy IV: Identify and define staff roles and responsibilities						
Process	Indicator	Evidence	Exc	Meets	N/I	N/O
IV.A. Staff maintain professional competence and ongoing improvement	1. Staff have education and experience appropriate to the positions held and subjects taught according to institutional policy					

Process	Indicator	Evidence	Exc	Meets	N/I	N/O
	2. Staff engage in a variety of self-directed and collegial professional development activities to enhance the quality of instruction through incorporating new skills and knowledge about adult learning and content knowledge into the learning environment					
	3. Staff are informed about their own organization, as well as community resources and issues					
IV.B. Staff meet program responsibilities and collaborate to enhance program organization	1. Staff contribute to program quality					
	2. Staff participate in developing new programs					
	3. Staff represent the program to community					
	4. Staff take initiative in their professional activities and responsibilities					
Strategy V: Evaluate and improve program instructional system						
Process	Indicator	Evidence	Exc	Meets	N/I	N/O
V.A. Program evaluates instructional system	1. Program identifies both implemented and non-implemented elements of the system	Program manager is aware that the evaluation component of the planning process is part of continuous environment.				
	2. Program assesses elements that worked, that didn't work, and why					
	3. Program describes outcomes from using instructional system	Using the IV.A. Indicators would be an effective framework for evaluating the program's plan.				
	4. Program identifies missing elements					
	5. Evaluation includes learner input					
	6. Evaluation includes staff input					
	7. Evaluation includes data analysis					
	8. Evaluation includes local factors					
	9. Evaluation includes additional factors					
	10.Evaluation includes the integration of curriculum, instructional delivery, and assessment					
V.B. Program improves instruction system based on evaluation results		See above				
V.C. Program modifies funding grant applications based on evaluation results	1. Program modifies Basic Comprehensive grant application					
	2. Program modifies EL/Civics grant application					
	3. Program modifies other grant applications as applicable					